ReVision Learning Educator Evaluation Guiding Principles

1. **Multi-Faceted Feedback**

   a. Evaluation systems must be focused on improving educator capacity through consistent, multi-faceted feedback for educators including observation of practice, reviews of artifactual evidence (both teacher and student produced), collegial dialogue & interaction, and consistent reviews of student outcomes.

2. **Formative Feedback for Summative Assessment**

   a. Systems of feedback must be designed to support routine, formative input on performance and practice that facilitates an annual summative assessment aligned to explicit performance standards. Evaluators must implement systems of review that not only encourage specific areas of growth but also connect on-going data collection to standards of performance annually.

3. **Cycles of Continuous Improvement**

   a. Evaluation systems must include the direct alignment of performance management and professional learning, ultimately linking practice to improved student outcomes. Coherence must be established over time with clear through-lines between district, school, department/subject/grade, and individual goals.

   b. Evaluation systems must ensure alignment to educator role expectations while being consistent with the central mission, vision and purpose of the organization.

4. **Autonomy and Ownership Through Individual and Group Reflection**

   a. Engaging a strong combination of human and social capital strategies is necessary to ensure impact of the evaluation systems.

   b. Implementation of evaluation systems must ensure ownership through on-going self-reflective practice that perpetuates a sense of continuous improvement towards organizational objectives. Evaluation systems should be reviewed annually to ensure high levels of fairness, validity, and reliability.

5. **Evaluator Capacity**

   a. Just as teacher capacity is the number one influence on the success of students, evaluator capacity is the number one influence on educator success. Designing systemic processes to review evaluator practice and provide formative feedback is paramount to the successful implementation of educator evaluation systems.

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Promising Practices of Evaluators for Teacher Development

① Embody transformative-orientation v. compliance-orientation to evaluative practice

② View oneself as a teacher of teachers

③ Plan your teacher assessment design and make LEARNING the focus

④ Go beyond the policy – don't just do it right, do the right thing

⑤ Plan for formative feedback – especially difficult conversations

⑥ Define the coherence that exists – if you do not see it, start looking harder

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